DOCUMENT RESUME

ED 350 034 JC 920 485

TITLE	Pima Community College 1992 Board of Governors Evaluation.
INSTITUTION	Pima Community Coll., Tucson, AZ. Office of Research and Planning.
PUB DATE	Apr 92
NOTE	20p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Administrative Organization; Administrator Attitudes; *Board Administrator Relationship; College Administration; College Faculty; Community Attitudes; *Community Colleges; *Community Support; *Governing Boards; *Organizational Effectiveness; Questionnaires; Self Evaluation (Groups); Student Attitudes; Teacher Attitudes; Two Year Colleges
IDENTIFIERS	*Governing Board Role; *Pima Community College AZ

ABSTRACT

In April 1992, a study was conducted to evaluate the roles, effectiveness, and perceived support of the Pima Community College Board of Governors. Questionnaires were completed by board members, administrators, faculty, staff, students, and selected community members, resulting in an overall response rate of 27% (n=326). Low response rates were obtained from full-time faculty (28%), staff (38%), students (13%), and community members (27%), suggesting that results from these groups should be interpreted cautiously. As a total group, the respondents, who attended less than one-half of all board meetings in 1991-92, indicated that: (1) board members always have the opportunity to express their views at meetings, while college personnel and the public frequently have this opportunity; (2) board members are frequently sufficiently prepared to discuss agenda items; (3) debate on board agenda items is frequently sufficient to explore all of the issues; (4) board members frequently interact positively with one another at open meetings; (5) the board infrequently interferes unduly in college administrative matters; (6) the board is effective overall; and (7) respondents most frequently receive information about the board through the student newspaper (49%), public media (43%), the weekly "College Bulletin" (43%), and discussions with others (38%). For each question, 40% to 58% of the respondents answered "Don't Know" or did not respond. Administrators and board members tended to answer the most questions and rate the board highest, while students and part-time faculty tended to answer the least questions and rate the board lowest. Bar graphs and the survey instrument are provided. (MAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350034

Pima Community College

1992 Board of Governors Evaluation

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. J. Myers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Institutional Research Office

April 1992

IR920485

BEST COPY AVAILABLE

Pima Community College

1992 Board of Governors Evaluation

Executive Summary

An evaluation study was conducted in April 1992 to assess the role, effectiveness, and perceived support of the Pima Community College (PCC) Board of Governors. Survey questionnaires were completed by PCC Board members, administrators, faculty, staff, and students, as well as community members. A total of 326 persons responded to the survey.

Results generally show that the PCC Board continues to function effectively. Constituent ratings and comments indicate that Board procedures and interactions are adequate. While many of the survey respondents were unfamiliar with the Board, the ratings of those who were able to assess the Board were generally positive.

Pima Community College

1992 Board of Governors Evaluation

An evaluation study was conducted in April 1992 to assess the role, effectiveness, and perceived support of the Pima Community College (PCC) Board of Governors (BOG). The purposes of this study were (1) to provide information to the Board that could be used for making improvements, and (2) to meet the reporting requirements of the North Central Association. This is the second consecutive year that such a study was conducted.

Method

An evaluation questionnaire (see Appendix) was mailed to the five Board members and representatives of all PCC employee groups, as well as selected community groups. The employee groups included: (1) all 44 administrators, and random samples of (2) 200 full-time faculty, (3) 200 part-time faculty, (4) 200 classified staff, and (5) 383 students. Questionnaires were also mailed to a random sample of 195 community members who serve on College advisory boards and committees.

The quantitative portions of the completed questionnaires were analyzed using descriptive statistics, t-test for independent means, and analysis of variance (ANOVA). The following numerical values were assigned to the response categories for questions 1-6: 1=Never, 2=Infrequently, 3=Frequently, and 4=Always. For question 7, the values assigned were: 1=Very Ineffective, 2=Ineffective, 3=Effective, and 4=Very Effective, while the values assigned for question 8 were: 1=None, 2=Less than One-Half, 3=One-Half or More, and 4=All. The analyses did not include those persons who did not respond or marked "Don't Know". Respondent comments were summarized.

Results

Completed questionnaires were received from four Board members (80%), 28 administrators (64%), 56 full-time faculty (28%), 62 part-time faculty (31%), 76 classified staff (38%), 48 students (13%), and 52 community members (27%). Altogether, 326 questionnaires were returned, which represents a 27% response rate. Low response rates for faculty, staff, students, and community members suggest that caution should be used in interpreting the responses from these groups.

Quantitative Data

The typical (average) response for each respondent group and the respondents as a whole are shown in Table 1. It should be noted that these ratings represent only those persons who responded to a specific question. For each question, 40-58% of the total respondents chose the "Don't Know" category or did not respond, and are, consequently, not included in these results.

As a total group, the respondents indicated that:

1. Board members **always** have the opportunity to express their views, and College personnel and the public **frequently** have the opportunity to express their views at Board meetings.

2. Board members are **frequently** sufficiently prepared to discuss agenda items.

3. Debate on Board Agenda items is **frequently** sufficient to explore all the issues.

4. Board members **frequently** interact positively with one another at their open meetings.

5. After a decision has been made, the Board **frequently** speaks as one voice.

6. The Board **infrequently** interferes unduly in Pima College administrative matters.

7. The Board is **effective** overall.

8. The respondents attended **less than one-half** of the Board meetings during 1991-92.

Table 1. Typical (Average) Responses to Quantitative Questions

Question	BOG	Adminis-tration	Full-Time Faculty	Part-Time Faculty	Staff	Students	Com-munity	TOTAL
1A. Do Board members have the opportunity to express their views at Board meetings?	Always	Always	Always	Always	Always	Frequently	Always	Always
1B. Do College personnel have the opportunity to express their views at Board meetings?	Always	Always	Frequently	Frequently	Frequently	Frequently	Frequently	Frequently
1C. Does the public have the opportunity to express their views at Board meetings?	Always	Always	Frequently	Frequently	Frequently	Frequently	Frequently	Frequently
2. Are Board members sufficiently prepared to discuss agenda items?	Always	Always	Frequently	Frequently	Frequently	Frequently	Frequently	Frequently
3. Is debate on Board agenda items sufficient to explore all the issues?	Always	Always	Frequently	Frequently	Frequently	Frequently	Frequently	Frequently
4. Do Board members interact positively with one another at their open meetings?	Always	Always	Frequently	Frequently	Frequently	Frequently	Frequently	Frequently
5. After a decision has been made, does the Board speak as one voice?	Always	Always	Always	Frequently	Always	Frequently	Frequently	Frequently
6. Does the Board interfere unduly in Pima College administrative matters?	Never	Infre-quently	Infre-quently	Infre-quently	Infre-quently	Infre-quently	Infre-quently	Infre-quently
7. How would you rate the overall effectiveness of the Board?	Very Effective	Very Effective	Effective	Effective	Effective	Effective	Effective	Effective
8. How many Board meetings have you attended during 1991-92?	All	One-Half or More	Less Than One-Half	None	Less Than One-Half	None	Less Than One-Half	Less Than One-Half

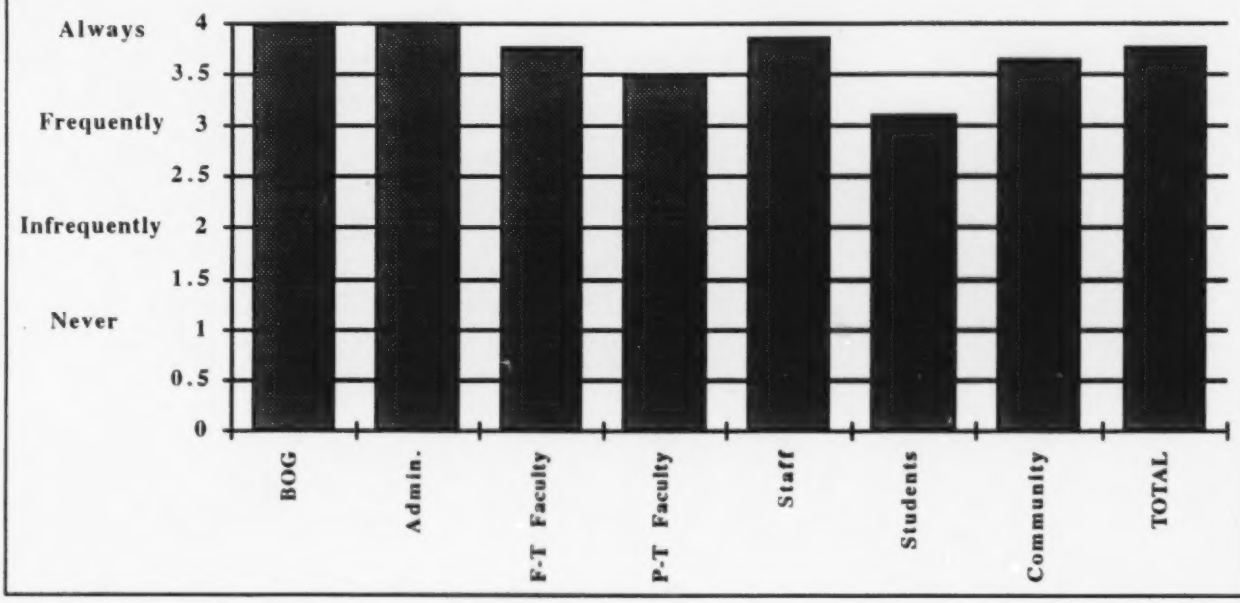
Additionally, the respondents most frequently received information about the Board from the student newspaper (Aztec Press) (49%), the public media (43%), the weekly College *Bulletin* (43%), and through discussion with others (38%).

Graphs 1A-8 graphically depict each group's typical (average) response to each question. These graphs illustrate the differences among groups that were detected using ANOVA. The following differences were found:

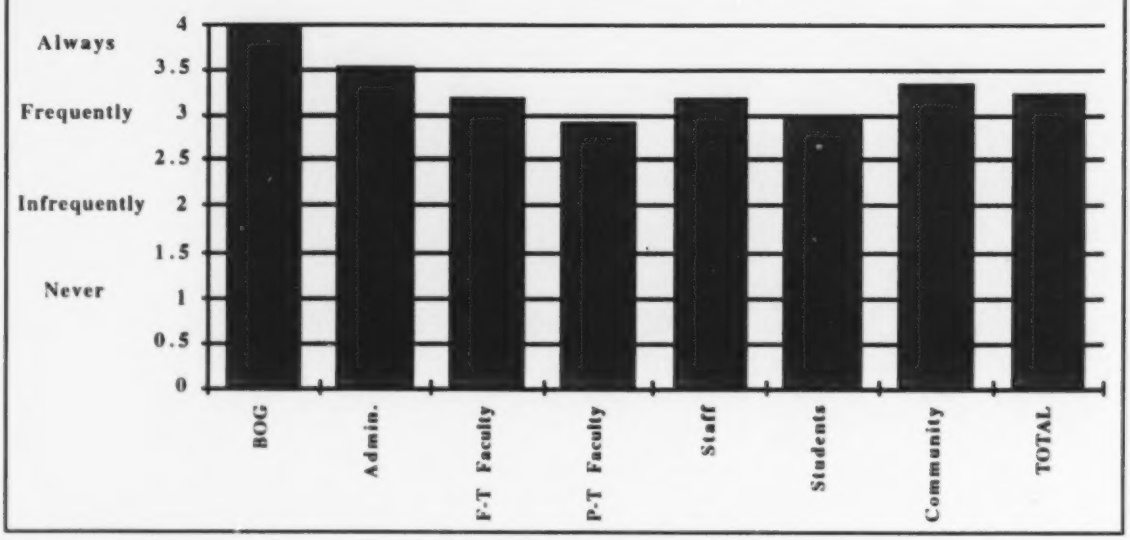
1. Board members, administrators, staff, full-time faculty, and community members believed more strongly than did students that Board members (Graph 1A) have the opportunity to express their views at Board meetings. In addition, administrators believed more strongly than did part-time faculty and community members that Board members have the opportunity to express their views at Board meetings.

   These results also showed that Board members and administrators believed more strongly than did students that College personnel (Graph 1B) and the public (Graph 1C) have the opportunity to express their views at Board meetings. Administrators also believed more strongly than part-time faculty and community members that the public (Graph 1C) have the opportunity to express their views at Board meetings.

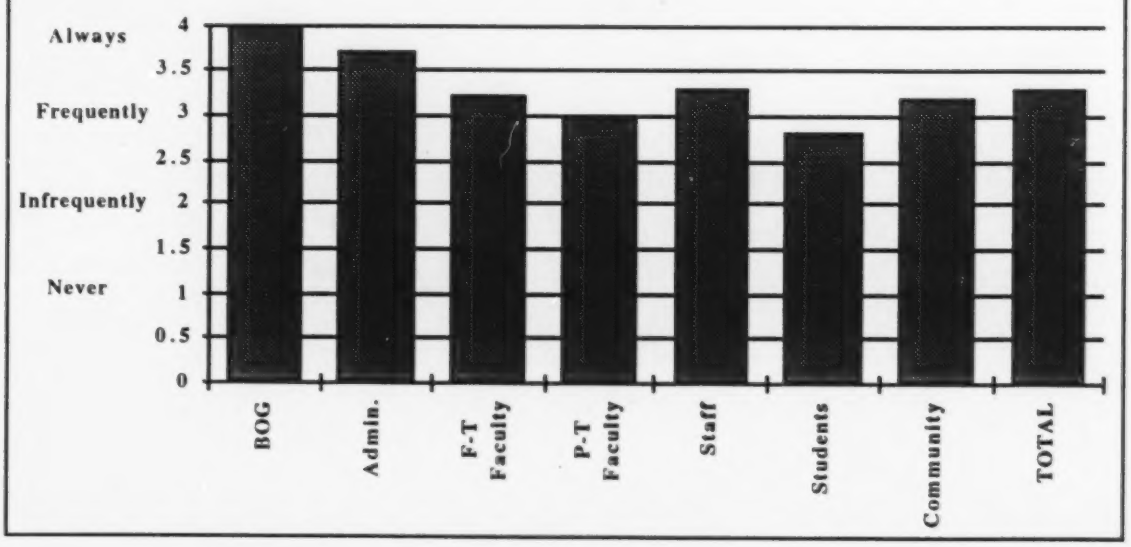
Graph 1A. Question 1A: Do Board members have the opportunity to express their views at Board Meetings?



Graph 1B. Question 1B: Do College personnel have the opportunity to express their views at Board Meetings?

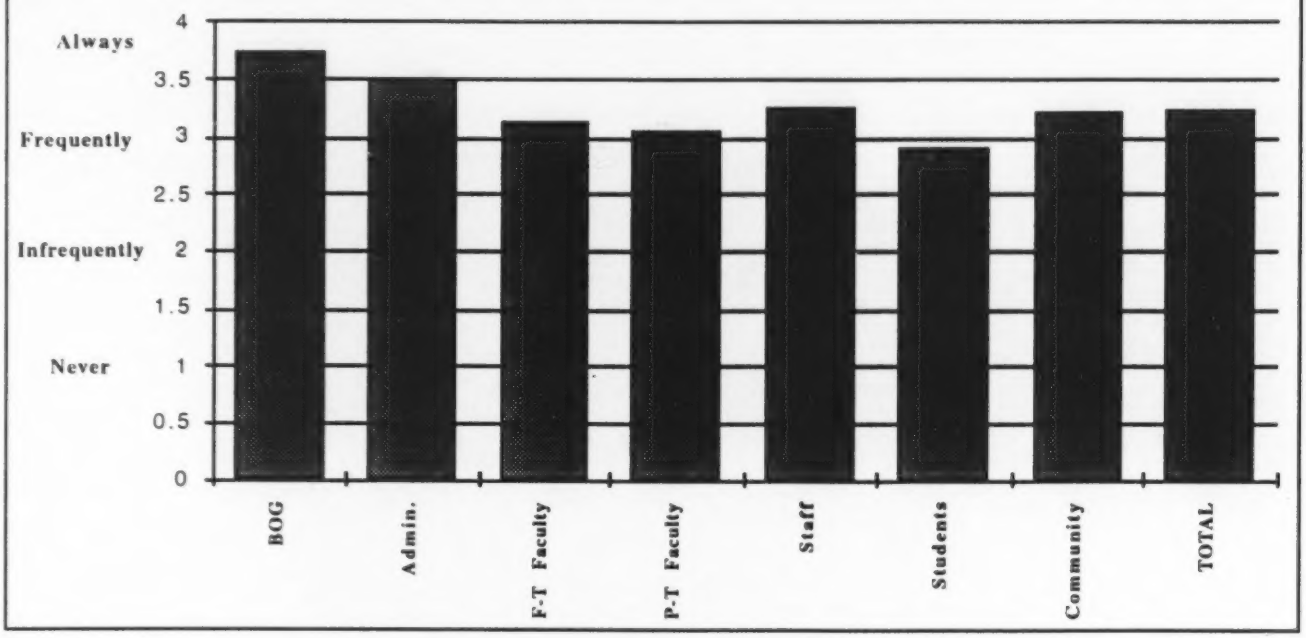


Graph 1C. Question 1C: Does the public have the opportunity to express their views at Board Meetings?



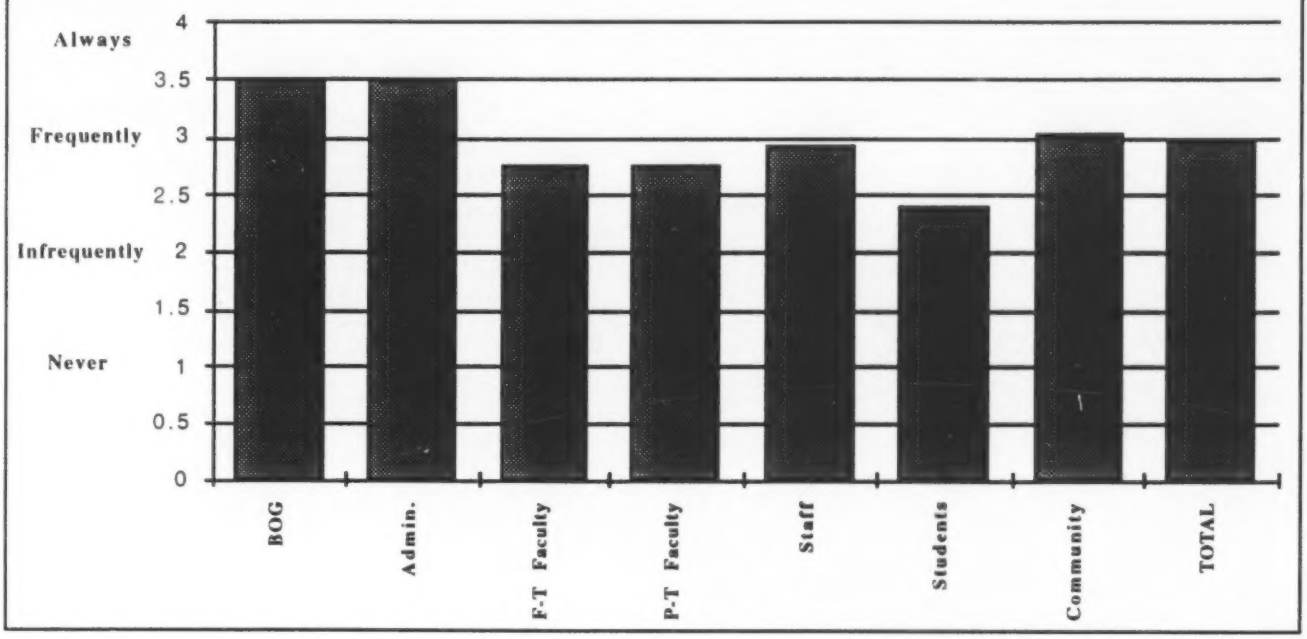
2. As shown in Graph 2, administrators indicated more often than did students and part-time faculty that Board members were prepared to discuss agenda items.

Graph 2. Question 2: Are Board members sufficiently prepared to discuss agenda items?



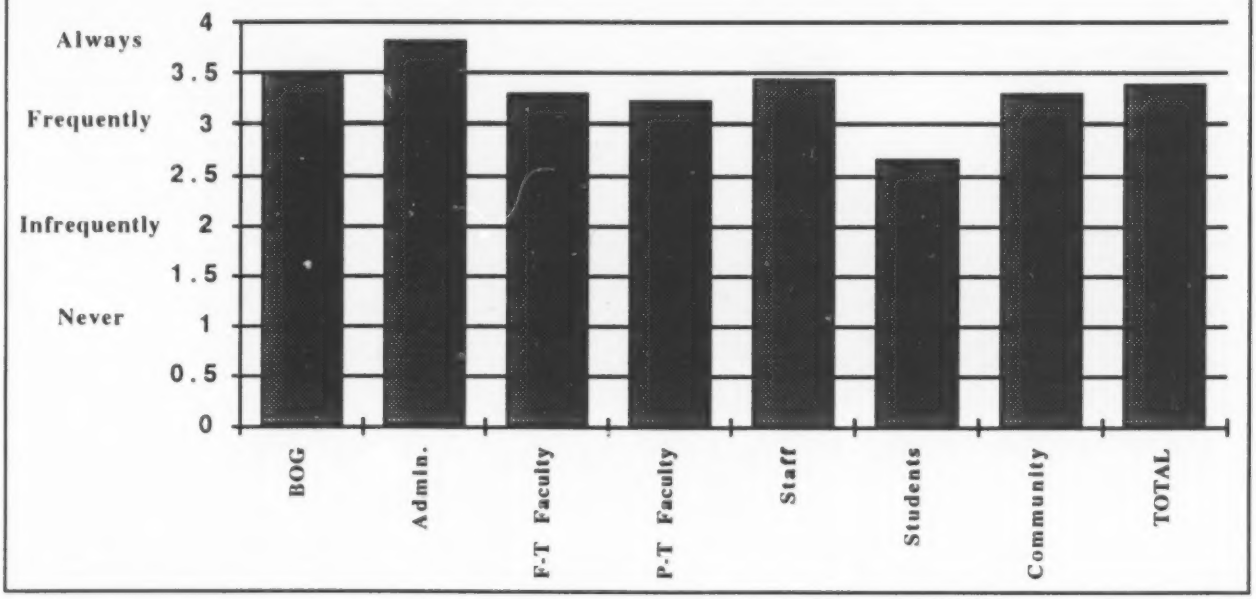
3. Graph 3 shows that administrators agreed more strongly than did students, part-time faculty, full-time faculty, and staff members, and Board members agreed more strongly than did students that debate on Board agenda items is sufficient to explore all issues.

Graph 3. Question 3: Is debate on Board agenda items sufficient to explore all issues?



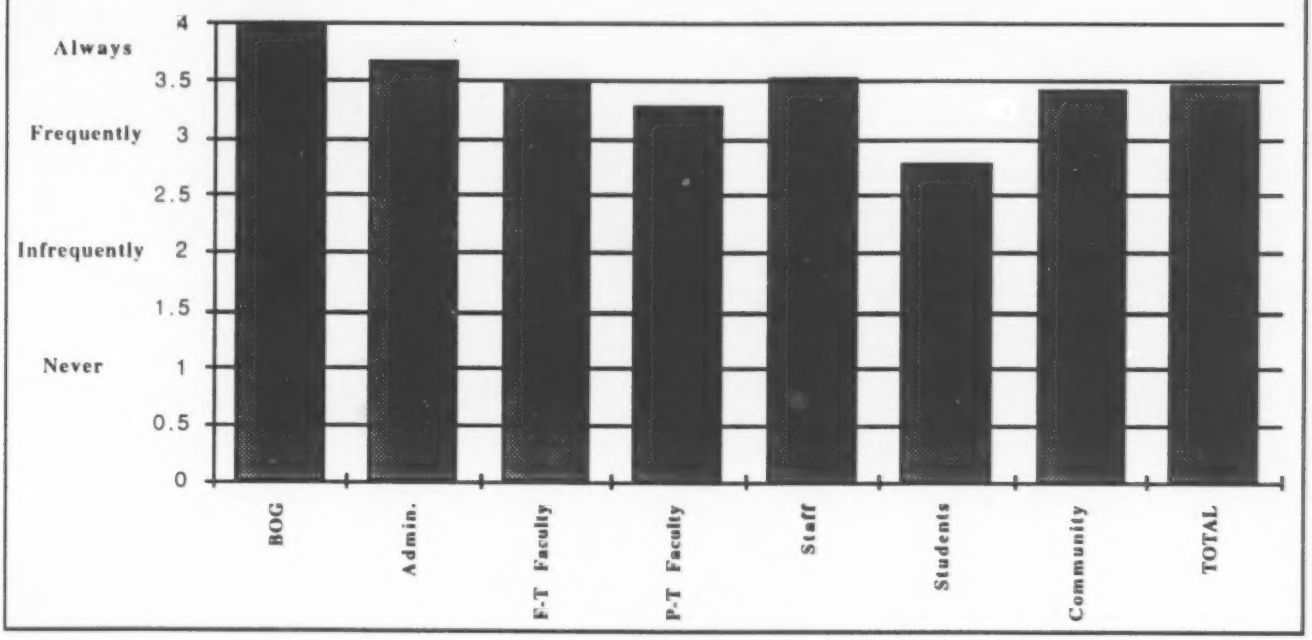
4. Administrators, Board members, staff, full-time faculty, community members, and part-time faculty believed more strongly than students that Board members interact positively with one another at their open meetings (see Graph 4). In addition, Board members believed more strongly than part-time faculty, community members, full-time faculty, and staff that Board members interact positively with one another at their open meetings.

Graph 4. Question 4: Do Board members interact positively with one another at their open meetings?



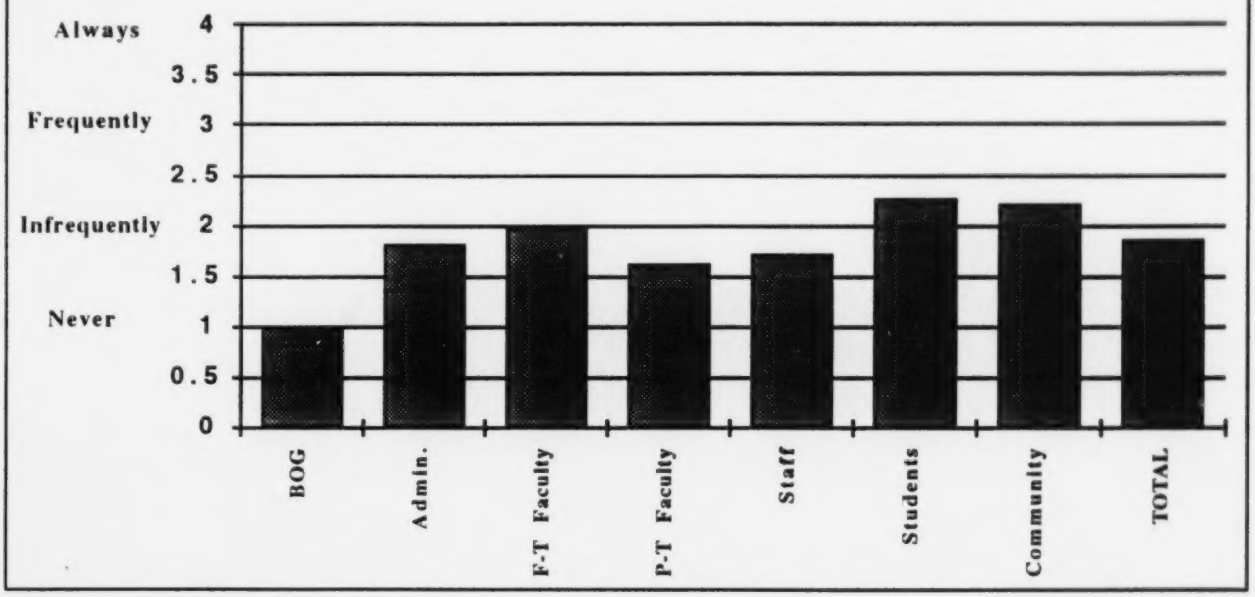
5. Graph 5 illustrates that administrators, Board members, staff, full-time faculty, and community members agreed more strongly than part-time faculty and students that the Board speaks as one voice after a decision has been made.

Graph 5. Question 5: After a decision has been made, does the Board speak as one voice?



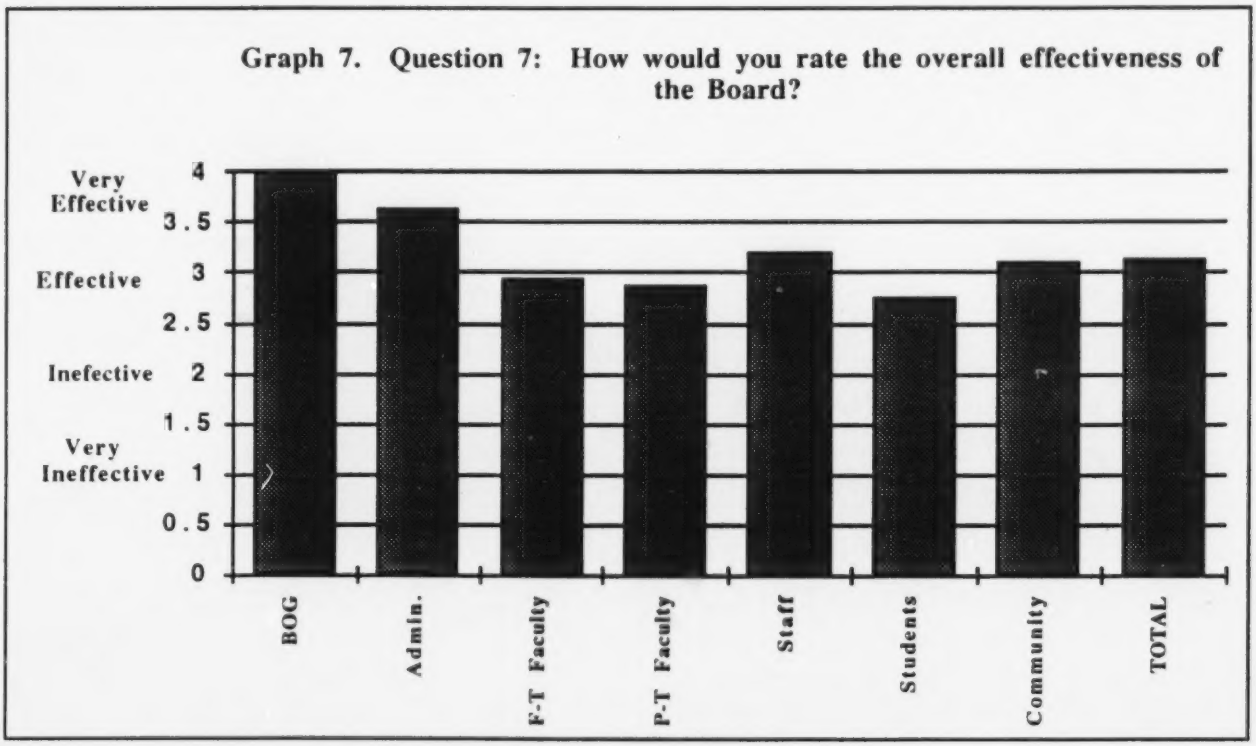
6. Students and community members agreed less than Board members that the Board infrequently interferes in PCC administrative matters, as shown in Graph 6.

Graph 6. Question 6: Does the Board interfere unduly in Pima College administrative matters?



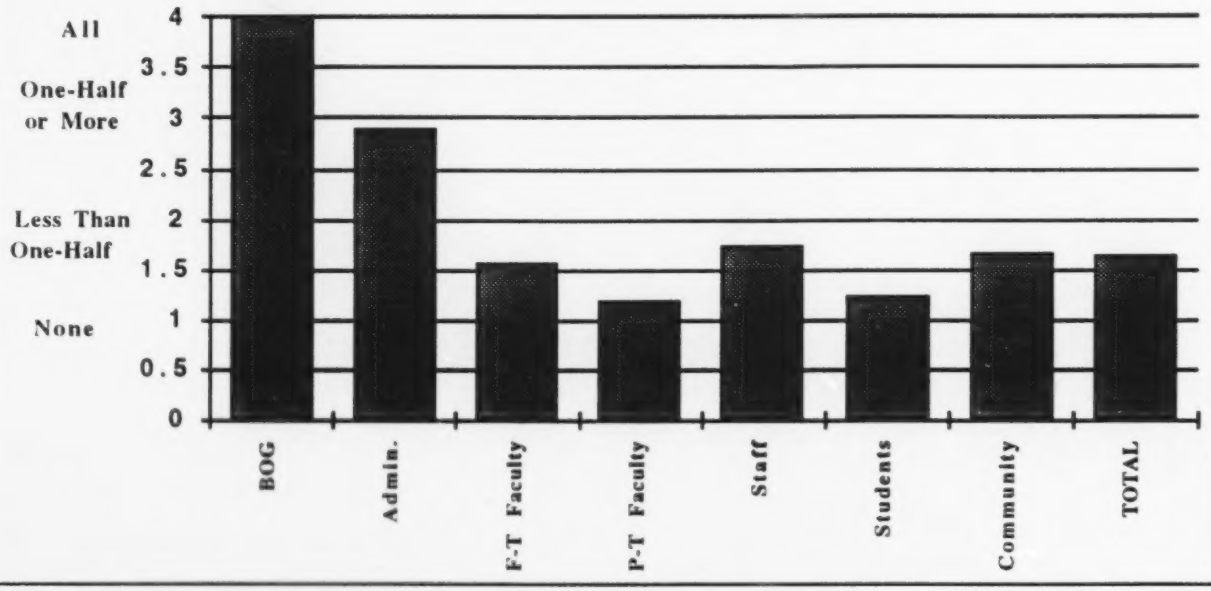
7. Board members and administrators rated the Board as more effective overall than did students, part-time faculty, full-time faculty, community members, and staff (see Graph 7).

Graph 7. Question 7: How would you rate the overall effectiveness of the Board?



8. Graph 8 shows that Board meetings were most frequently attended by Board members, followed by administrators, staff, community members, and full-time faculty.

Graph 8. Question 8: How many Board meetings have you attended during 1991-92?



Overall, administrators and Board members most often rated the Board highest, while students and part-time faculty most often assigned the lowest ratings. However, the vast majority of ratings by all groups were positive.

It should be noted that a large proportion of persons in those groups that rated the Board most positively, such as administrators, responded to each question. This would seem to indicate that their views are more representative of their respective group, and that they are probably more knowledgeable about the Board. Conversely, the greatest percentage of individuals in groups rating the Board least positively, such as students, did not respond to most questions. This would seem to indicate that they may not be representative of their particular group or knowledgeable about the Board. Thus, it appears that those groups that were most knowledgeable about the Board were most positive, while the least positive respondents were those groups least knowledgeable about the Board.

Comparison with 1991 Survey

An evaluation of the 1991 Board was conducted using a similar survey questionnaire and procedures as that used in the current evaluation. A comparison between average ratings from each year broken down by respondent group resulted in no statistically significant differences for any of the survey questions. Thus, respondents rated the Board equally positively in both 1991 and 1992.

Qualitative Data

Comments were made by 125 (38%) of the respondents. Table 2 shows that the most frequently occurring comment (32% of responses) was that the respondent had limited direct experience with the Board, and, thus, had difficulty assessing the Board. Another 25% of the comments stated that the Board is strong, professional, ethical and is doing an excellent job. An additional 23% of the comments were critical of the Board.

Table 2. Number and Percent of Survey Comments

Comments	Administration		Full-Time Faculty		Part-Time Faculty		Staff		Students		Community		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Limited direct experience with Board-not able to assess Board well	0	0%	5	23%	13	46%	4	13%	11	55%	9	48%	42	32%
Board is doing excellent job-strong, effective managers, professional, ethical	7	64%	4	18%	6	21%	14	47%	1	5%	1	5%	33	25%
Board has limited, narrow, uninformed view of College	1	9%	3	14%	3	11%	2	7%	1	5%	1	5%	11	9%
Board does not support faculty and staff	0	0%	3	14%	1	4%	4	13%	1	5%	0	0%	9	7%
Board does not interfere enough in administrative matters	0	0%	3	14%	1	4%	1	3%	0	0%	0	0%	5	4%
Board interferes too much in administrative matters	2	18%	0	0%	0	0%	2	8%	0	0%	0	0%	4	3%
Interested in learning more about Board	0	0%	0	0%	0	0%	0	0%	1	5%	3	16%	4	3%
Miscellaneous	1	9%	4	18%	4	14%	3	10%	5	25%	5	26%	22	17%
TOTAL	11	100%	22	100%	28	100%	26	100%	20	100%	19	100%	130	100%

Summary and Conclusions

Evaluation results generally show that the Pima Community College Board of Governors continues to function effectively. Constituent ratings and comments indicate that Board procedures and interactions are adequate. Other conclusions that can be drawn from this study are as follows:

1. Many faculty, staff, students, and community members are unfamiliar with the Board and its procedures. Between 40% and 58% of the survey respondents were not able to assess specific questions about the Board.

2. Board members and administrators generally assessed the Board's performance more positively than did students and part-time faculty. These differences may reflect degree of familiarity with the Board. That is, respondents from those groups that attended more Board meetings and saw the BOG in action, rated their performance higher. However, despite some differences, all groups rated the Board's performance positively.

3. Respondents rated the Board equally positively in both 1991 and 1992.

Appendix

PIMA COMMUNITY COLLEGE

1992 Board of Governors Assessment Questionnaire

Directions: Please assess the **current** Board of Governors by circling the applicable response for each question. If you are unable to answer a question, circle "Don't Know". Return your **unsigned**, completed questionnaire to the Institutional Research Office, District Service Center, by **Friday, March 20**. Thank you.

	Always	Frequently	Infrequently	Never	Don't Know
1. Do each of the following groups have the opportunity to express their views at Board Meetings:					
Board members?	A	F	I	N	DK
College personnel?	A	F	I	N	DK
Public?	A	F	I	N	DK
2. Are Board members sufficiently prepared to discuss agenda items?	A	F	I	N	DK
3. Is debate on Board Agenda items sufficient to explore all the issues?	A	F	I	N	DK
4. Do Board members interact positively with one another at their open meetings?	A	F	I	N	DK
5. After a decision has been made, does the Board speak as one voice?	A	F	I	N	DK
6. Does the Board interfere unduly in Pima College administrative matters?	A	F	I	N	DK

	Very Effective	Effective	Ineffective	Very Ineffective	Don't Know
7. How would you rate the overall effectiveness of the Board?					

	All	One-Half or More	Less Than One-Half	None
8. How many Board meetings have you attended during 1991-92?				

9. How have you received information about the Board during 1991-92? (Circle all that apply.)

Attendance at Board Meetings	Discussion with others
Student newspaper (Aztec Press)	Public media
Weekly College Bulletin	Board minutes
Other College publications	Other (specify)_____

10. Clarification of responses and/or comments: _____

_____

_____

IRO 2/25/92 WP2:WP2 DOC\BOG EVAL\BOGSUR92.DOC